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ABSTRACT

Based on a program developed at Augustana College, South Dakota, the booklet--one-fourth of which consists of appendixes--presents activities designed to be used in workshops aimed at creating positive attitudes toward handicapped children among regular classroom teachers. Among the activities are those which simulate the reactions and feelings of handicapped children (including those with motor disability, sensory disability, and learning and emotional disability) when faced with difficult tasks; suggestions for awareness presentations; role playing activities; and testimonials from handicapped individuals who have experienced labeling and resultant isolation. A bibliography of books about handicapped children, written for grades kindergarten through 12, is appended, along with some sample transparencies for use in conjunction with attitude workshops. (Author/DLS)

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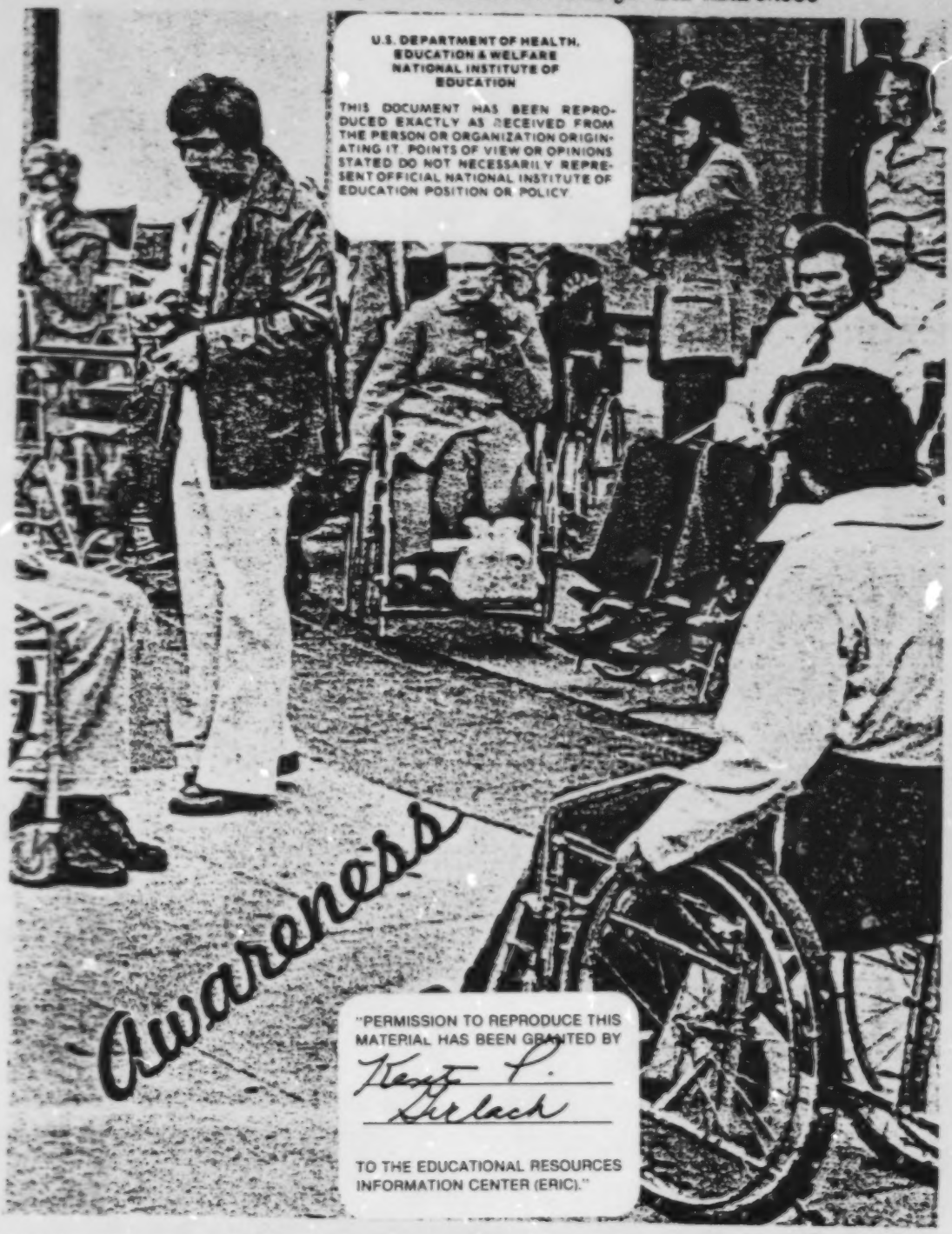
ACTIVITIES FOR INVOLVEMENT:

In-service Ideas for Attitudinal Change and Awareness



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PRESENTED BY: Mr. Kent Gerlach, Director
Project P.R.E.P.
Augustana College
Sioux Falls, SD 57102

AACTE Annual Meeting
Chicago, Illinois
March 1, 1979

Attitudes toward people we see as "different" from ourselves are learned. Each of us carry with us stereotypes and myths about people with disabilities. These myths may take the form of fears, beliefs, expectations, and discomforts. Positive attitudes toward persons with special needs develop out of positive experiences with them and an understanding of what it feels like to lie labeled "different." An inservice for teachers that creates a climate of openess presents opportunities for differences to be discussed, feelings expressed, and questions asked and answered. You, the presentor, set the stage for teachers to explore their attitudes and change them. This is a booklet of activities for involvement. They are meant to be acted upon, to be used, not just read.

Project PREP would especially like to thank the following for assisting us in our project:

Human Policy Press
P.O.Box 127, University Station
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Midwest Regional Resource Center
1332 26th Street
Des Moines, Iowa 50531

Leadership Training Institute
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University of Minnesota
Minneapolis, Minnesota 55455

South Dakota Governor's Advisory Committee
on Employment of the Handicapped
Pierre, South Dakota 57501

Donroy Hafner, Director
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Austin, Texas 78752

National Association of State Directors
of Special Education
1201 16th Street NW
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(202) 833-4218

Scholastics
"Feeling Free"
904 Sylvian Avenue
Englewood Cliffs, New Jersey 07632

Bonnie Bryant
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Washington, D.C. 20005
(202) 737-7780

EVERYBODY'S DIFFERENT

AUGUSTANA COLLEGE

SOUTH DAKOTA
SIOUX FALLS
57102

3

SPONSORING UNIT: Department of Education

PROJECT DIRECTOR: Kent P. Gerlach
Department of Education
Box 2161 Humanities Building
Augustana College
Sioux Falls, South Dakota 57102

NAME OF PROJECT: Project P.R.E.P. - Preparing Regular Education Personnel Mainstream Programs.

ABSTRACT: Today the regular classroom teacher must be sensitive to the unique needs of exceptional children and be aware of instructional procedures that have proven to be effective with students who exhibit variations in learning or behavior patterns.

We therefore, intend to develop a program at Augustana College that will provide training for the regular educator who needs in-service type training as well as the pre-service regular education student.

The goals of the program at Augustana College are for preparing regular education personnel by the following:

1. Acquainting Regular Education teachers with philosophical and methodological changes occuring in the field of special education.
2. Increasing teachers abilities to modify curriculum and to adapt materials to meet the needs of children with special needs.
3. To continue to bring about changes in both our graduate and undergraduate programs at the elementary level which will result in improved capabilities of the students to meet the challenge of working with mildly handicapped students.
4. To examine the Regulations of Public Law 94-142 and their implication for changes in higher education.
5. To develop inservice workshops, based on local needs, for regular educators, special educators, administrators, and parents.

Special preparation skills will be made available to those who wish to pursue the knowledge, skills, techniques, and sources of appropriate information and materials nesessary to provide effective educational procedures for these children.

TRAINING TARGET: To provide general and specialized training in special education to students in elementary snd secondary education. To provide a general and specialized program to teachers now working in regular classrooms. To provide administrators with a general special education background and a knowledge of special education placement models. This will all be done to better provide avenuesof education that will permit easier accessibility into meeting the regulations of Public Law 94-142.

THE DISABLED: THEIR BIGGEST HANDICAP

COULD BE YOU

15A Sioux Falls Argus-Leader Sun., Nov. 7, 1976

'Awareness Day' Planned At Augustana

Approximately 50 to 60 Augustana College students and faculty and staff members will experience what it is like to be a handicapped person during an "Awareness Day" planned at the college Wednesday.

The day's events are being cosponsored by Augustana's Preparing Regular Education Personnel for Mainstreaming Program (PREP) and its Center for the Support of Excellence in Teaching (ACSET).

During the morning the participants, with the aid of Augustana special education students who will serve as group leaders, will be given instructions and assigned a particular disability.

Dave Knudtson, counselor with the South Dakota Division of Developmental Disabilities, assisted by Terry Mammel, mobility counselor with the Rehabilitation Center for the Blind in Sioux Falls, are in charge of the morning activities.

Knudtson said the participants will simulate the normal daily activities of that person under conditions as close as possible to those of a handicapped person. In other words, some people will spend the entire morning in a wheelchair, others will have their ears stuffed with cotton and wear other sound minimizing equipment. These latter persons also will be required to remain mute throughout the entire morning.

Still others will have their dominant arm tied down to simulate a person who has lost the limb through amputation or its use from a stroke. Other participants will take part in teams with one simulating a blind person and the other serving as a sighted guide. At mid-morning the two persons will exchange places in order to experience both sides of the situation.

Knudtson emphasized that the morning exercise is in no respects going to be regarded as a game. "These people will find out how tired you become in operating a wheelchair for a long period of time; how difficult it is to eat with the 'wrong' hand. They'll experience both the architectural barriers on the campus but also some attitudinal barriers on the part of nonparticipants. By this exposure major changes in the attitudes of the participants toward handicapped persons often occur," he said.

Just before noon the real "meat" of the day will result when representatives of each small group report to the entire group on their experiences and increased awarenesses.

Following a luncheon the group will hear from Kent Gerlach, Augustana PREP director, and remarks from Dr. Guy McCombs, counselor for students with special needs at Edinboro State College in Pennsylvania.

Small group panel discussions will follow in the Humanities Building. Dr. Harold W. Meyers, assistant professor of special education at Augustana, and Ray Olson, principal at the South Dakota School for the Deaf, will be in charge of a discussion regarding college students with hearing impairment.

Mammel and Dave Vogel, counselor at the Rehabilitation Center for the Blind, will lead a discussion on visual impairment and a similar discussion regarding students with physical handicaps will be led by McCombs and Knudtson.

The final program session will be a presentation by C. Wilson Anderson, special education counselor from Plymouth, Minn., regarding "The College Student with Reading, Writing and Spelling Problems."

HANDICAPPED AWARENESS SIMULATIONS

In addition to being consciousness-raisers about the condition of disability, the exercises are designed to sensitize the participants to the range of disabilities that exists and to the different realities experienced by people with varying disabilities. They will also serve to demystify the physical aids sometimes used by people with disabilities.

The instructor should ask for volunteers for each exercise and make it clear that a participant may stop participating in a simulation at any time. Also, explain that participants will have an opportunity to experience to some extent what it is like to be disabled, but that because they can stop, it is not really the same.

Tell the group that the simulations will focus on three different kinds of disabilities - 1) Motor Disability ("Problems of Moving Around" for very young children), 2) Sensory Disability ("Problems of Seeing and Hearing") and 3) Learning and Emotional Disabilities ("Problems of Learning").

Exercise 1: Motor Disability

Ask participants what problems they think someone who can only get about in a wheelchair might have in their school or community. The list might include inability to get into buildings, inability to reach materials on shelves, etc. Ask similar questions about people on crutches and about persons with motor problems who do not use aids. Write participants responses on the chalkboard.

Ask several volunteers to spend the morning in wheelchairs, or on crutches with one leg fastened up with elastic. (Arrangements for borrowing equipment might be made with a hospital or service agency, or rented from a hospital supply store.) After the simulation, participants will report to the group on their experiences. They should be asked what things they found difficult or impossible, how they felt when they couldn't perform a particular task, what help they needed - or didn't need - from their peers, etc.

Following the presentation, you may wish to invite one or more disability rights activists who have motor disabilities to speak to the group about their experiences.

Exercise 2: Sensory Disability

Ask participants what problems they think people who are blind, visually impaired, deaf, and hearing impaired might have in their school or community, and write down their responses on the chalkboard. The list might include inability to read signs, to hear announcements, to see the chalkboard, to read textbooks, to understand the teacher's instructions, etc. Ask volunteers to spend the morning blindfolded and to report to the group as in the previous exercise. The experiences of a visually impaired-but not blind - person can be simulated by giving participants photostats of a book page reduced to a small size plus hand magnifiers. Ask participants how long it would take if they had to do all their reading this way, whether it made them tired, how they would feel having to take a test using a magnifier and being expected to finish the text in the same time it took classmates who were not sight impaired, etc.

After the exercise, participants can be shown braille books and a large type book, raised line maps, etc. Discuss how such aids might be useful to persons with visual impairments.

Ask volunteers to wear earplugs (the kind used by swimmers) for part of the school day and then report to the group on some of the problems they encountered. NOTE: The degree of hearing impairment varies greatly amoung individuals. However, unlike totally blind persons, very few people are "stone deaf," that is, unable to hear anything at all. The more common disability is to hear with various degrees of difficulty. An excellent record to play is "Getting Through: A Guide to Better Understanding of the Hard of Hearing." Individual copies are available from Zenith, 6501 W. Grant Ave., Chicago, Ill. 60635.

Following the sensory exercise, invite one or more disability activists with different sensory impairments to speak to the group.

Exercise 3: Learning and Emotional Disabilities

NOTE: The difficulties experienced by persons with learning or emotional disabilities are extremely varied in type and degree.

Explain the different types of emotional and learning disabilities and discuss problems the participants think would confront a person who is not visibly retarded (Down's Syndrome, for example, is visible but other kinds of retardation are not) or who has a severe learning disability, etc. Participants may wish to discuss the confusion and disagreement over such terms as "learning disability," "minimal brain dysfunction," "central nervous system impairment," "emotional disturbance," etc.

Simulating emotional or learning disabilities is quite difficult. Everyone has difficulties learning something. Ask participants to draw on their experiences to consider how it would feel if people tried to teach them things that were much too hard, or always expected them to have learned something before they had really learned it or used words they didn't understand. Discuss how it would feel to be called "idiot" or some other similar derogatory terms. Simulations might include "mirror reading," timed activities, etc.

ideas on 'integrating' the handicapped

A Handicap Awareness Week is sponsored each year through the combined efforts of the State University of New York at Binghamton and various Broome County community organizations.

Activities held both on the campus and at local shopping malls are designed to "help sensitize the general public to the abilities, needs, and individuality of people with handicaps," according to Barbara Jean Fairbairn of S.U.N.Y.'s Office of Programs for Students with Disabilities. She coordinated the event last year.

Some highlights of this year's Handicap Awareness Week:

▶ Performances by a children's theater company featuring actors with and without disabilities. The theater company performed at the university, at nearby Broome Community College, and at area shopping centers.

▶ Performances by a combo of blind musicians.

▶ A wheelchair basketball game in the university gym between the Broome *Spokes* and the Rochester (N. Y.) *Wheels*.

▶ A "blind vs. sighted" wrestling match.

▶ A day-long, "handicap-simulation" activity. Students volunteered to spend the day blindfolded, with ear plugs, or in wheelchairs. Later they convened in small groups to discuss their experiences.

▶ Workshops on employment, employers, and the handicapped.

Ms. Fairbairn said some of the more successful programs enabled the participants to focus on "social" as well as physical barriers. As an example, she recounted how students who spent a day in wheelchairs noticed that "people tend to walk behind you, even when they are not pushing you, so that you have to look over your shoulder if you want to carry on a conversation with them."

Or how students who simulated blindness by spending the day blindfolded noticed that people "tended to leave you out of the conversation, as if you weren't there."

For more information, contact Barbara Jean Fairbairn, coordinator, Office of Programs for Students with Disabilities, State University of New York, University Union, Binghamton, N. Y. 13901.

Susan Brown

Signs on doors, buttons on elevators, and coin slots on copy machines; the height and location of drinking fountains, card catalogues, bookshelves, map collections, and bathroom doors: Those were among the items checked and graded by participants in a special wheelchair tour of the library of the University of California at Santa Cruz, arranged by the Chancellor's Handicapped Program Policy Committee.

The tour was designed to evaluate the university's success in complying with the federal government's Section 504 regulations—outlawing discrimination against handicapped persons—from the vantage point of those persons who would have to live with the results.

"A lot of the people who participated were not handicapped," said Robert E. Clerisse, coordinator of the university's Handicapped Student Services. "It familiarized them to the difficulties of getting around."

Some 30 faculty members, students, administrators, and representatives of the Santa Cruz community participated.

Among their suggested improvements:

▶ Make available grip sticks, similar to those used by grocery-store clerks to reach items on high shelves, for retrieving books from the tops of stacks.

▶ Affix heavy-duty pull tabs to the bindings of the library's "card catalogue"—60 bound volumes of computer printouts, each about the weight and size of a telephone book—so that the volumes may be removed more easily by persons with partially disabled hands or arms.

▶ Install lighter-weight doors with spring hinges to make restrooms more accessible.

▶ Allow handicapped students to drive up to the front door of the library, which is located at the top of a hill. They've had to park in a lot at the foot of the hill and negotiate some 100 yards of steep slope.

Mr. Clerisse said he was pleased with the tour's "ripple effect":

"The participants go out and talk to other people on campus about their experiences, and thus increase the general on-campus sensitivity to the needs of the handicapped."

For more information, contact Robert E. Clerisse, coordinator, Handicapped Student Services, University of California, Santa Cruz, Cal. 95064.

The Pennsylvania State University community has been asked to honor new identification cards for its physically handicapped members.

The cards entitle holders to such "special considerations" as the use of non-public elevators, seats in the front of classrooms, reserved parking spaces, and the privilege of moving to the head of long lines.

For more information, contact Dr. John A. Hargleroad, director, Health Services, Pennsylvania State University, Ritenour Health Center, University Park, Pa. 16802.

Susan Brown

The University of California at Berkeley offers a wheelchair-modification, maintenance, and repair service to its disabled students, free of charge.

Chuck Grimes, a technician for the university's Physically Disabled Students Program, which sponsors the service, explained why modifications to a student's wheelchair might be necessary:

"Your basic motorized wheelchair is built for limited range at a low, safe speed. In other words, it works well inside.

"But if you want to go outside on the sidewalk, say five blocks, and come back, you'll find yourself out of juice."

His shop modifies the existing motor or installs a new one to make the wheelchair able to go farther, faster.

For more information, contact Chuck Grimes, development technician, Physically Disabled Students Program, University of California, 2515 Channing Way, Berkeley, Cal. 94704.

An information hotline and clearing house for college administrators with questions about Section 504 regulations, which seek to end discrimination against handicapped persons, is now offered by the HEATH Resource Center (HEATH is an acronym for Higher Education and the Handicapped).

HEATH provides advice on removing physical barriers and initiating on-campus services and programs. Information is also available on the legal implications of the Section 504 legislation.

Rhona C. Hartman, coordinator of HEATH, gives a capsule description of the center's resources: "We have a broad network of people, knowledge about effective campus programs, a growing collection of resources—and "dogged perseverance." The assistance is available free of charge, over the phone or by mail.

Ms. Hartman is interested in hearing from colleges that have successfully resolved problems and/or those frustrated by problems that might be resolved through consultation with the U. S. Department of Health, Education, and Welfare.

HEATH is operated by the American Association for Higher Education, with the assistance of 23 higher-education and consumer organizations.

For more information, contact Rhona C. Hartman, coordinator, HEATH Resource Center, Telephone (202) 293-6447 on Tuesdays, Wednesdays, and Fridays from 1 to 5 p.m. Or write American Association for Higher Education, One Dupont Circle, Washington 20036.

Activity 15 minutes

Form the participants into eight small groups, with each group having a table to work on. Distribute a "Good Work" puzzle to each group. The puzzles are numbered from 1-8. Numbers 1 and 2 are simple and have messages of praise written on them; numbers 3-5 are more complex and will take longer to complete; numbers 6-8 are very complex and have pieces missing so that it will be impossible to complete them. Do not let the participants know that there are any differences among the complexities of the puzzle.

Instruct the small groups to remove the puzzles from the envelopes. Tell them they are going to have a race to see which group can finish their puzzle first. Build up an animated, competitive atmosphere.

Instruct them to start. As the small groups are assembling the puzzles, praise the groups who finish quickly: "Boy, here are my smart students"- "You certainly do fine work." - "This is my fast group", etc. As the "slow" groups struggle on, reprimand them: "You certainly are taking a long time to finish"; "We are always waiting on you"; etc.

After the first five puzzles have been completed and the last three groups have had plenty of time to get frustrated, stop the race. Allow each group to read to the large group the message on their puzzle.

Debrief the activity with the following questions, statements:

I must confess that this was a set-up job. The puzzles are not the same - in fact, three of them have some pieces missing.

How did the fast groups feel about this exercise? What did you think of the "slow" groups?

How did the slow groups feel about this exercise?

How does it feel to be set up to compete with unusual assets?

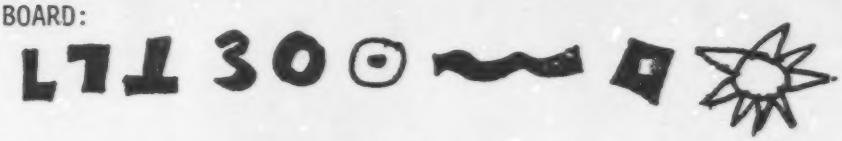
The purpose of this exercise is to get us to consider how often we "set up" kids for failure - acting as if they all come to us with the same assets and strengths . . . the same "pieces to their puzzles". And then after we have set them up, we punish them for not being able to perform, and we praise those who found it easy.

Developed by the Education Service Center - Region XIII

EXPERIENCE IN WRITING LONG-TERM GOALS, SHORT-TERM OBJECTIVES

SAY: We're going to experience being a child who has a motor and a neurological handicapped and how we can develop long-term goals and short-term objectives for this child.

PLACE ON BOARD:



SAY: Write with your hand that is not dominate.

Cover your dominate eye. (The same eys as your dominate hand)

Now, copy the figures on the board using your dominate hand to cover your eye and writing with your non-dominate hand.

Allow 10-15 minutes or until completed.

PAIR OFF IN TWOS:

Evaluate each others work. (This is the evaluation data).

Have each group designate one person as teacher and one as child. Teacher write a long-term goal and 2-3 objectives (Be careful to separate objectives from teaching strategies)

Depending on Sophistication of Group May:

1. Have one group share with another group.
2. Have groups write teaching strategies for the objectives.
3. Have one group share with large group (point out components of a measurable objective).

Developed by the National Association of State Directors of Special Education

TRY ON A LEARNING PROBLEM

It is often difficult for us to realize the impact of failure on a child's self-concept. Included below is a simulated exercise to enable you to experience failure as a handicapped child or a child who is different often experiences it in school.

In order to receive the greatest impact from this experience, actually perform the task. Follow the directions carefully.

TASK

Let's try a tracing exercise. Use a piece of tracing paper to copy the design below. Before you begin, position a mirror so that you can see the figure clearly. Hold a cardboard screen between you and your worksheet so that you can see your work only in the mirror. Now trace the design. Remember, don't stop until you have finished.

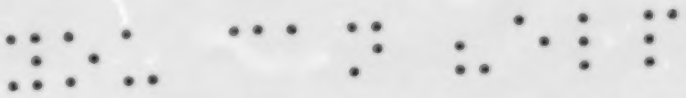
Did you notice your knuckles turning white? Were your palms perspiring? What other reactions did you experiance while trying to perform a relatively simple task?

OBJECTIVE	METHODS/STRATEGIES
The students will be able to translate a Braille Mystery Message.	1. Various strategies may be employed to introduce a Braille message. A. Using attached Braille alphabet, write a mystery message on a blackboard or a ditto. B. Using the prepared card from the Lighthouse for the Blind, ask students to translate message. 2. Discuss problems involved in attempting to translate the mystery message: A. Do you know what this code is called? B. Who uses this method of communication? C. What information do you need in order to translate this message? 3. Hand out a copy of the Braille alphabet. 4. Again ask students to translate message. 5. Ask students to write their own message using the Braille system. Have them trade messages with a partner and translate. 6. Follow-up questions. A. What problems did you encounter writing Braille? B. What problems did you encounter reading Braille?

Taken from:
Handicapped People in Society:
A Curriculum Guide
Developed by Ruth-Ellen Ross and
I. Robert Freelander
Published under the auspices of The
University of Vermont 1977

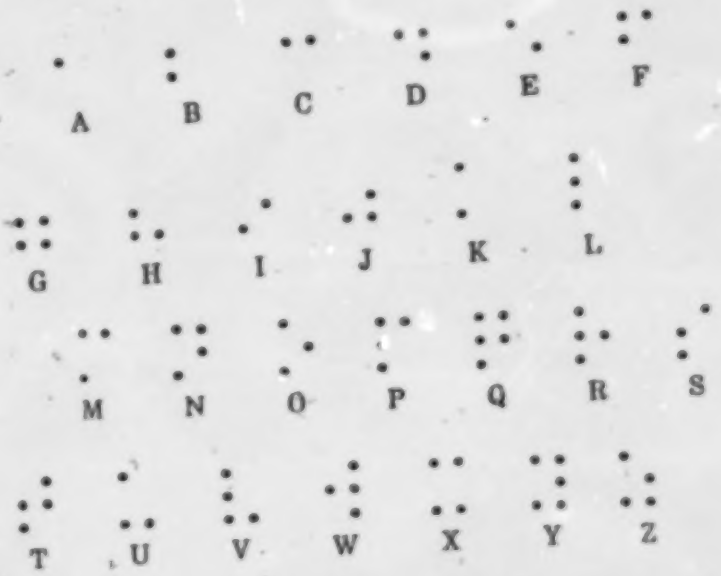
OBJECTIVE	METHOD/STRATEGIES
The students will be able to devise and create new and improved communication systems for the visually impaired.	(Give students this assignment) Do your own thing! Devise your own Braille system. Try to make your system practical and easy. You may use the old Braille system or devise a completely new system.

Can You Translate This Braille Mystery Message?



Write the translation here _____

Braille Alphabet:



Activity 15 minutes

As teachers, you are not just concerned with the academic growth and performance of your students. You are also concerned with their emotional and social growth.

For this reason, it is important for you to be able to understand the ways the disabilities of special students affect them - the hundreds of small "innuendo" messages they get; the experiences they have daily that color their way of seeing the world; the ways in which they are constantly reminded that they are perceived and treated in terms of their differences.

We are going to be experiencing some "disabling exercises" - for the purpose of giving you a chance to experience what it is like to be different.

Distribute to each participant one treatment sign with a piece of double stick tape on the back. Pass out the signs face down and instruct the participants not to let anyone see their sign. (List follows this description).

Have each participant place his/her sign on the forehead of another participant (so others see it but the participant wearing it cannot). Tell them to make sure the person wearing the sign does not know what it says.

Facilitate the positioning of the signs. After everyone has a sign taped to his/her forehead, instruct the participants to get up and wander around the room, going up to other participants and responding to them as directed by the sign on the foreheads. They should not tell each other what the signs they are wearing say, but merely treat others as they are directed by the signs. The activity should be largely non-verbal. You can expect a combination of joviality and seriousness during the activity - unsettled laughter.

After the participants have milled for five or ten minutes, have them sit down and debrief the experience:

How did it feel to receive those "subtle" messages again and again?

How did you begin to react?

What were some of your experiences?

Were you able to figure out what disability or difference others were responding to?

Allow the participants to share their feelings and perception of what happened to them during the activity.

How does this experience relate to the experiences of your special students?

Summarize by explaining that we often focus unconsciously on peoples' differences to the points of making it difficult to focus on commonalities.

Lect. (over)

List For Labeling Exercise

Hold my hand
I am deaf, please talk loud to me
Call me lazy
Congratulate me on everything..."Good for you!"
Make a face at me
Ask me what is wrong with my face
Keep within four feet of me
Ask me if I understand
Frown at me
Take me to another part of the room and leave me
Stick your tongue out at me
Mimic everything you say when talking to me
Pretend to misunderstand me
I am blind help me
Shake your head when you look at me
Touch me on the shoulder and make eye contact before talking to me
Help me find my way
Laugh at me
Appear disgusted when you look at me
Stare at my shoes
Tap on the person's shoulder next to you - then point at me
Look at my ears
Stare at my hand
Tell me to go talk to somebody else
Don't touch me
Tell me to keep on trying
Call me stupid
Offer to help me
Don't look me in the face
Ask me what is wrong with my ear
Ignore me
Use baby talk when talking to me
Ask me how I feel
Don't look at me when talking to me
Ask me what is wrong with my hand
Ask me what is wrong with my waist
Talk very slowly and loud at me
Smile quickly at me and look away
Find something wrong with the way I'm dressed and change it for me
Stare at my nose
Walk away from me
I stutter, fill in the words for me
Applaud when I walk by
Call me dummy
I am dumb - talk simply
Wink at me
Give me a pat on the back
Smile at me...then shake your head
I can't walk - help me
Ask me what is wrong with my nose
Look over my head

Introduction

Give the following introduction:

"In order to come to grips with the concerns, problems, and possibilities regarding the special class child who will be mainstreamed into the regular class setting we need to have a real feel for what it is like from the student's point of view."

"All of you have feelings, both positive and negative, about the mainstreaming concept, and it is important to put these feelings to work--to give them a context--so that we can talk on a realistic basis about the mainstreamed child."

"To accomplish this, we will involve ourselves in an activity that will provide us with a hands-on experience of the way a mainstreamed child might feel."

"I'm going to teach this group a game--much like one a third grade teacher might teach the students in her class. But, I'm going to send four of you out of the room while I teach the game to the rest of the group. When those of you who have been sent out return, we will play the game for you while you watch us. Then you will be asked, on an individual basis, to tell us the three rules of the game we've been playing."

Randomly select four persons and send them out of the room.

Reverse Buzz

Teach the remainder of the group to play "Reverse Buzz" in the following way:

1. Organize the remainder of the group into a large circle.

2. Tell the group that the object of the game is to count to 50, with each person in the group saying a number. For instance, "I'll say 'one', the person to my right will say 'two', the next person will say 'three', the next, 'four', the next, 'five', the next, 'six', and the next person, instead of saying 'seven', will say, 'buzz'; after the seventh person says 'buzz', the group reverses direction with the person to the left of the seventh person saying 'eight'."

3. There are three rules to the game:

   a. Instead of saying "seven" or any number with a 7 in it, the player says 'buzz'.

   b. Instead of saying any multiple of 7 such as 14, 21, or 28, the player says 'buzz'.

   c. Whenever a player says "buzz" the order of saying numbers is reversed. For instance, if the game is being played in a clockwise direction, when "buzz" is said, the game begins counterclockwise.

4. Have the group practice the game two times with the leader helping whenever necessary.

5. Admit those outside back into the group and have each person take a place behind one of the players in the circle.

6. Begin the game and end at 50.

7. When finished, ask each participant who was excluded to tell what she/he thinks the rules are.

NOTE: You may find that one or two of the persons excluded already know the game. Don't worry. Permit each participant to state her/his perception of the rules, and if no one guesses all three, tell them the rules.

8. Open the circle and make space for the four excluded participants.

Questions/Discussion

Ask the following questions of those who had been excluded:

1. "How did you feel when I chose you?"

2. "Why do you think you had been chosen?"

3. "What did you do while you were waiting?" "What did you talk about?"

4. "How did you feel when you had to guess?"

NOTE: This activity has been field tested on a number of occasions with diverse audiences. You may expect responses to the above questions such as:

A1: "Not very good. I hate to be singled out."

A2: "I thought you were picking people with a particular color of hair, eyes, or clothing. I didn't look away fast enough--that's why you picked me."

A3: "We thought you were going to trick us, make us look silly. We speculated on what would happen if we all hid from you or left!"

A4: "I got nervous. I was afraid I'd be the only dumb one who couldn't figure it out. I was glad some others had trouble too!"

From these responses make some or all of the following points:

- From this activity we can get a feel for what it is like to be excluded from a peer group (as these four people were today). Their exclusion was for no apparent reason, at least not apparent to them, and they were quickly readmitted (as are many mainstreamed youngsters) into an already ongoing program where they were expected to step in and quickly "learn the rules of the game."

- It can be a frightening and frustrating experience for children to enter third grade, for example, and have to figure out how an already ongoing group operates and to take a place in it. And, many teachers demand that before a child be included the child know how to do the work and participate in the classroom experience. I am sure you have heard comments to the effect that "Only if they can do the work, can they come to my room." It is important that when mainstreaming children, we think of and plan for the feelings of both students and teachers so that the move is a comfortable rather than an anxiety producing one.

- Remember what relief it was for the person in our excluded foursome who knew the game. You may have noticed her/his face light up or heard a sigh of relief. When children know what is happening, i.e., when they know the rules, they feel relieved, much more comfortable and ready to participate.

- If mainstreaming is to work it is important that we acknowledge these feelings on the part of mainstreamed children and plan programs that will facilitate their comfortable integration into the mainstream of regular education.

This activity was developed by Ms. Barbara Aiello, Developer of Simulation Activity, Consultant on the Handicapped for the Learning Institute, Palo Alto, California and Correspondent on the Handicapped for the New York Times.

This activity used by permission of the author.

INSERVICE ACTIVITY

Objective:

Participants will be more able to understand the problems of the handicapped if they are able to experience the loss of one of their senses.

A. Any film may be used for this activity. (One of four-five minutes in length would be ideal.)
B. Introduce the film to the participants as you would any other. Show the film with the sound off and ignore any participants' objections until the end of the film. At this point, apologize and say you'll show it again with the sound.
C. Put the film on with the audio but with no video. Again ignore objections.
D. Explain to the participants your purpose for doing this.
E. Group discussion: How did they feel when deprived of their sense of sight and hearing?
F. What were participants able to understand from the film, without the use of traditional film viewing senses?

INSERVICE ACTIVITY

Select one of the following handicaps and describe how this handicap would affect a change in your life-style. Give special consideration to what modifications would be necessary in your school schedule and life. Some points to consider are: Mobility (how well you could get from one place to another), fitting in with family, social life, your hobbies (creative and athletic), and your career possibilities.

A. Total Blindness
B. Total Deafness
C. Loss of Limb (total or partial)
D. Paralysis
E. Cerebral Palsy

INSERVICE ACTIVITY

You have been hired by the Association for Retarded Citizens to be the director of a new group home in a residential neighborhood. Finances and the like have been taken care of and all state and local agencies have approved the home. However, some of those who will be neighbors to your group home are concerned about having retarded people, some of whom were formerly in a state institution, living near them.

You know that all of the group home candidates have jobs, and that they are all adults. Yet, the eight people have not been selected, so you do not know any specifics. Answer the neighbors' questions.

1. "Aren't they dangerous? What about my kids?"
2. "Won't real estate values go down?"
3. "Don't they act funny?"
4. "I'm worried about <u>them</u> - Won't they get lost or hurt in the community?"
5. "Isn't this costing a lot of tax money?"
6. "Shouldn't they live with 'their own kind'? Why not just keep them in an institution?"

Card Fronts

IF THE STUDENT----------

is clumsy and seems to have "two left feet"

has difficulty hopping, skipping, climbing, or jumping

has frequent falls, bumps or scrapes

has difficulty with sports and playground activities (Ex.ball catching, throwing, etc.)

IT MAY BE DUE TO----------

Impairment in Gross Motor Coordination

(difficulties with skills involving natural movements, balance and rhythm)

IF THE STUDENT----------

is "predictably unpredictable"

is happy one minute, impossible to get along with the next

has good days and bad days without pattern

varies his performance on household or academic tasks

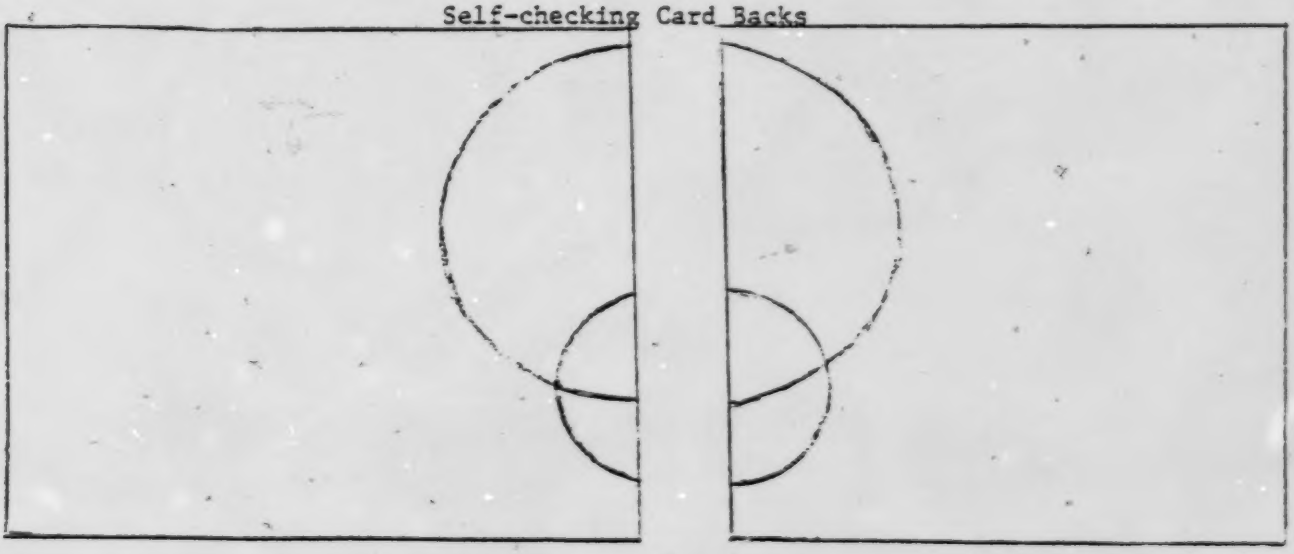
responds very strongly to small frustrations

IT MAY BE DUE TO----------

Lability

(strong mood changes)

Self-checking Card Backs



MIRROR IMAGE

Directions: Give four people in the group the following story:

Once, many years ago, a fiddler came to the village. He stood in the village square and played and sang until the people came to listen and to dance. A jolly butcher danced with the milkmaid. A small boy skipped through the crowd, with his dog nipping at his heels and yapping loudly.

After the fiddler stopped, the people tossed coins into his hat, and brought him milk and cookies for his trouble. It had been a long, weary day, and the fiddler was glad of a rest in this pleasant village.

Give the fifth person the following mirror image:

Once, many years ago, a fiddler came to
the village. He stood in the village square
and played and sang until the people came to
listen and to dance. A jolly butcher danced
with the milkmaid. A small boy skipped through
the crowd, with his dog nipping at his heels
and yapping loudly.

After the fiddler stopped, the people
tossed coins into his hat, and brought him milk
and cookies for his trouble. It had been a
long, weary day, and the fiddler was glad of
a rest in this pleasant village.

Experiential Tasks

Teachers can more effectively empathize with and understand the learning disabled child if they themselves assumed the disability and experienced simulated learning situations.

1. Learning a New Symbol System

The teachers were asked to learn a new symbol system which substituted letters of the alphabet. This symbol system (e.g. (=b,)=d, 7=g (=p t=t 4=f 3=th etc.) was flashed on an over ad projector. The teachers were given three minutes to learn it. Using the new symbol system, the learning-to-read experience graduated from words to sentences to paragraphs.

The learning disability specialist acted in the role of teacher during this portion of the program, demonstrating such reading techniques as deciphering the word from the context of the whole sentence, consonant substitution and other aides. Letter and word reversal problems were also illustrated.

These exercises illustrated problems in visual memory, visual imagery, visual figure ground, visual sequencing and visual discrimination. The simulated classroom atmosphere progressed to "teacher" directed questions to "pupils."

The discussion that followed dealt, not with the preceding lesson, but rather with the feelings experienced in the learning situation. Their feelings included frustration, embarrassment, anger, competition, withdrawal.

2. Auditory Discrimination

The next task which was presented by the writer focussed on auditory discrimination.

The group listened to a tape of an eight year old child with an auditory discrimination problem. The child's inability to discriminate sounds of letter resulted in a recitation of words that in some cases distorted the meaning of the sentence; in other cases the word per se made no sense.

Although the initial task for teachers was a listening one, planned revisions include a more experiential approach. This can be accomplished by putting cotton or ear plugs in one and then both ears of the "pupils" while they transcribe notes during the lecture. An added obstacle can be the requirement of note taking in the newly learned symbol system.

3. Visual Motor Skills

A presentation of presented exercises requiring fine eye-hand motor and visual discrimination skills consisted of:

a. taking notes using the hand ordinarily not used for writing (to emphasize

the struggle of the child with fine motor skills deficits). Cursive and manuscript writing was required.

b. printing a list of dictated spelling words requiring use of the eight most common reversals; and then reading this back in a meaningful way. Volunteers were then asked to spell aloud their written words.

Two or more digit arithmetic problems can also be used as an effective exercise to illustrate common reversals and the errors subsequently created.

4. Auditory Figure Ground

The next task consisted of the teachers listening to a lecture on tape in which the background noise (rock and roll music) kept shifting in terms of figure ground and then reporting on the main ideas of the lecture. This task was used to illustrate the concepts of distractability and difficulty in auditory figure ground and auditory discrimination.

Following each task the teachers were given an opportunity to react to the "assignment" and discussion of feelings about the experience was encouraged. This was a critical part of the techniques effectiveness.

In the evaluation following the workshops, the teachers cited this aspect of the program as being the most meaningful and as definitely increasing their empathy for both the learning disabled as well as the regular class student. To this writer, empathy is the beginning of teacher receptivity to the problem of the child.

FOR THE TEACHER.....

LEARNING STYLE QUESTIONNAIRE

1) When you walk into a classroom, where do you tend to sit?

2) Do you prefer learning in a classroom where there are desks or tables? Where there is lots of open space or smaller, more enclosed places?

3) Does it matter to you if your desk top and the room in which you're working are neatly organized?

4) When entering a library to read or study, do you prefer to work at an individual carrel or in the large reading halls?

5) Do you prefer a quiet businesslike atmosphere in which to learn or a more relaxed, casual place?

6) Do you work at a task until it's finished or do you prefer taking frequent short breaks?

7) Do you think you learn more by discussing a subject with other students and friends or by having a lecture?

8) Do you work better when the competition is "tough" or when there is little pressure?

9) Using developmental categories (e.g. motor, language, soc./em., etc.,) in what areas do you think you personally could have used more programming while in school?

10) Do you remember information better if you've heard it or read it?

11) Do you prefer learning by yourself, in a small group, or in a large group?

12) Use three words to describe a teacher whom you feel taught you a great deal.

13) Would you prefer to learn a new skill, such as contracting, by reading an article or by trying to make a contract through role-play?

14) Jot down any other thoughts that have occurred to you about your learning preferences.

After completing this questionnaire, please meet with two or three other people and compare your responses to the questions. Discuss among your group what new things you learned about yourselves and your learning styles. Are there differences in style among you?

- Author of this questionnaire unknown.

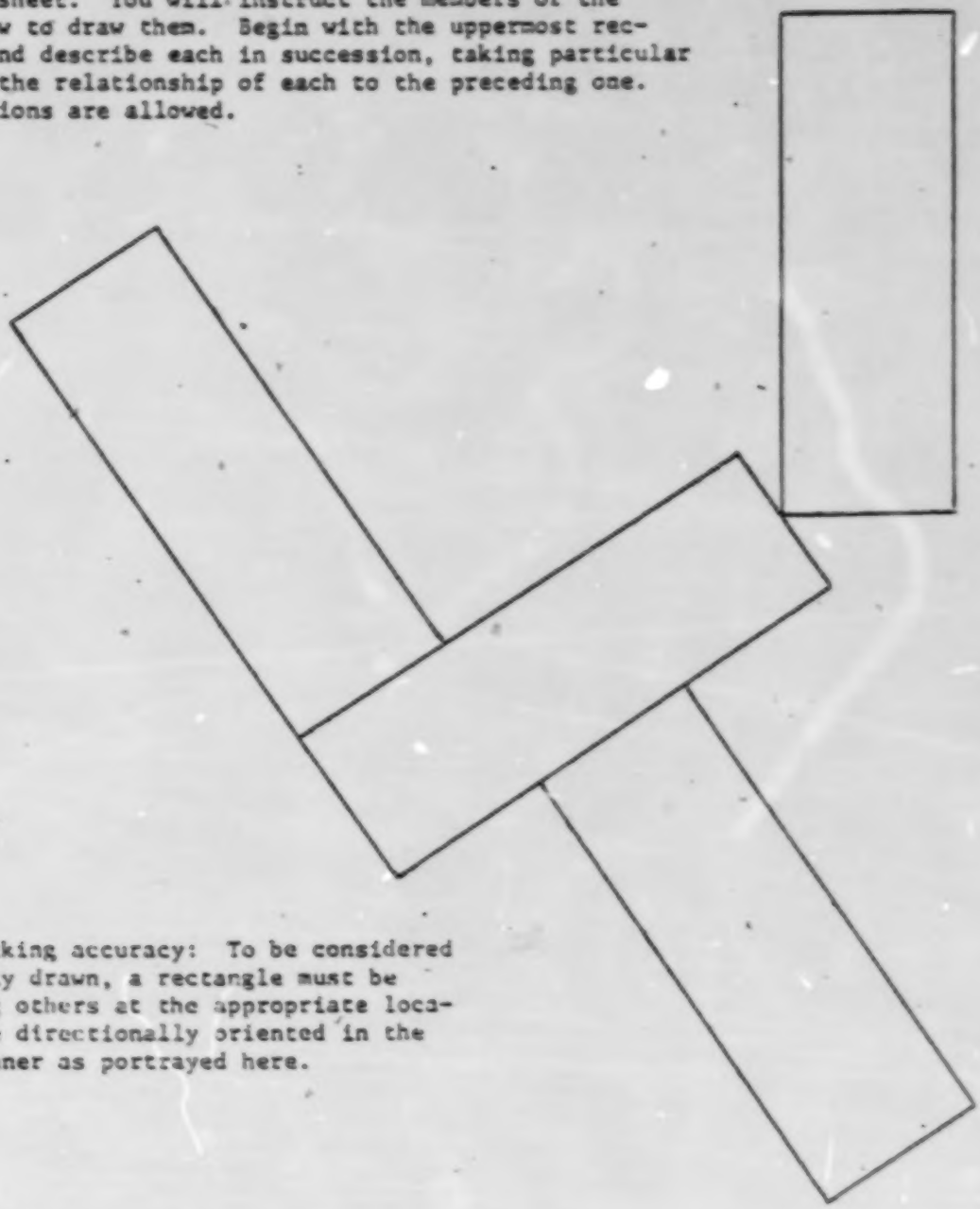
DIRECTIONS TO PARTICIPANTS, PART I

The communicator will describe a drawing to you. You are to listen carefully to his instructions and draw what he describes as accurately as you can. You will be timed, but there is not time limit. You may ask no questions of the communicator and you are not to ask questions or offer suggestions to one another. Each person is to work independantly on this exercise.

COMMUNICATOR DIRECTIONS

Part I--One-way Communication

INSTRUCTIONS: For two minutes study the figures drawn on this sheet. You will instruct the members of the group how to draw them. Begin with the uppermost rectangle and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed.

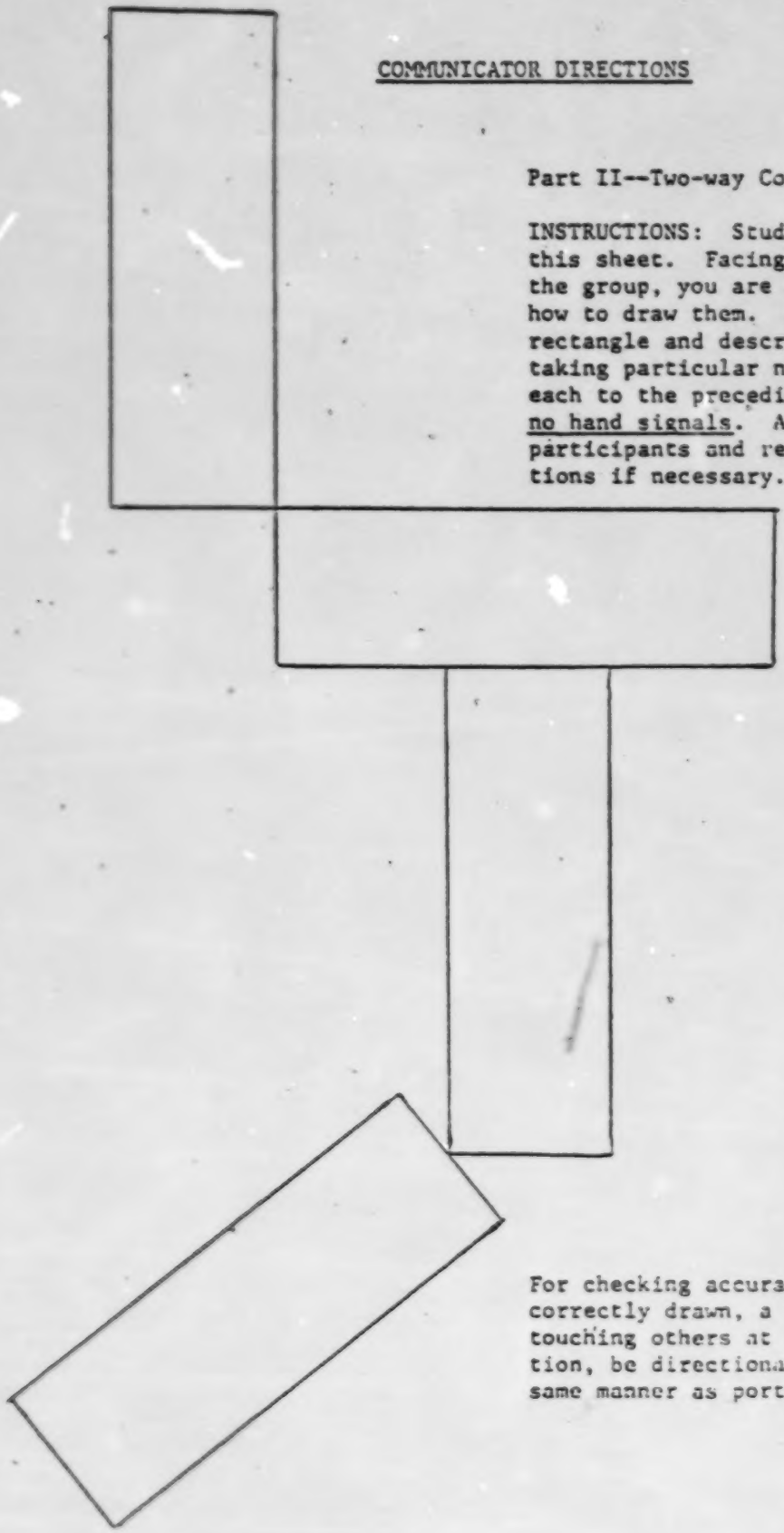


For checking accuracy: To be considered correctly drawn, a rectangle must be touching others at the appropriate location, be directionally oriented in the same manner as portrayed here.

COMMUNICATOR DIRECTIONS

Part II--Two-way Communication

INSTRUCTIONS: Study the figures drawn on this sheet. Facing and in full view of the group, you are to instruct the members how to draw them. Begin with the uppermost rectangle and describe each in succession, taking particular note of the relation of each to the preceding one. You are to make no hand signals. Answer all questions from participants and repeat and amplify directions if necessary.



For checking accuracy: To be considered correctly drawn, a rectangle must be touching others at the appropriate location, be directionally oriented in the same manner as portrayed here.

FEELINGS!

WHAT'S THE DIFFERENCE?

Teaching Positive Attitudes Toward People With Disabilities

✓ Feeling Free
Human Policy Press
Post Office Box 127, University Station
Syracuse, New York 13210

IN-SERVICE FOR TEACHERS: The area of disability awareness is a new one for all of us, and as adults, we can benefit from many of the same experiences we are suggesting for students. Most of us are unfamiliar with the aids and appliances used by disabled people, few of us know a disabled person well; and we also share a number of the stereotypes and myths of the children in our schools. The activities in this book can make a useful series of experiences for teacher in-service workshops. The resources offer a direction for our own learning and consciousness-raising in this area.

It is especially important that teachers are sensitized to the disability issues in schools where children are integrated. But it is important in all schools that teachers are responsive to individual differences in the classrooms. The new federal law, P.L. 94-142 (The Education of All Handicapped Children Act), requires districts to make a commitment to in-service training about disabilities. Suggest to your principal or in-service committee of the faculty that this topic be a priority.

The in-service workshops for your school should be as relevant as possible to the issues and needs of your school community. They should be practical, and they should be fun. They should deal with attitudes toward disabled children and should facilitate more accepting and responsive services to them in your school. Here are suggestions for several sample workshops, each lasting about one-and-one-half hours.

WORKSHOP A. Sensitizing Ourselves about Disabilities

Activity 51 30 - 40 minutes. Memories - Ask each person to sit quietly and think of two things: (1) their first memory of feeling different from other people; and (2) their first memory of a disabled person. Sit in small groups (four - six people) and talk about these.

UPBRINGING AND SOCIETAL ATTITUDES

Materials: None
Activity: In a small group, discuss the following questions:

a) What is the first memory you have of feeling different from other people? What was the situation and how did you feel? Do you have anything that you would consider a disability? What is it? Can you think of a time that people treated you differently because of it - your parents? teachers? doctors? other kids? How did you feel? Draw out issues of dependency, overprotection, feelings of inadequacy, isolation, law, expectations, etc.
b) Do you know any people who are disabled? What is your first memory of them? Do you remember what you thought and felt about that person? Was the person treated any differently than others? By whom?

Activity 74
Activity 90 50 - 60 minutes. Disabled Person as a Speaker. Invite a disabled person(s) (if they are comfortable, someone working in your school would be excellent) to talk about their experiences. Have a question-and-answer session. You'd be surprised how many stereotypes can be broken down by face-to-face contact. Follow the suggestions mentioned for finding a speaker.

INTERVIEWING DISABLED PERSONS

Materials: List of agencies or organizations involving the disabled persons who are likely prospects for interviewing, as well as personal contacts within the school or community.
Activity:

a) Children interview disabled persons as an after school activity record the interview, and present their report to the class. Before the interviews the teacher opens a discussion in class concerning relevant questions. For example:
   How do you manage curbs and stairs? (orthopedic and vision disabilities)
   How does it feel to always be short next to people who are standing? (wheel chair occupants)
   What do you do when you can't reach telephones or drinking fountains? (wheel chair occupants)
   When you're driving, how do you a car is blowing a horn? (deafness)
   Can you really tell what persons look like by feeling their faces? (blind)
b) Organize a series of disabled visitors in your classroom. One plan could be for four visitors over four weeks including a blind person, a deaf person, a person in a wheelchair, a person

who has orthopedic involvement such as cerebral palsy but is ambulatory. Brainstorm with your visitors on how to make your classroom and school a barrier free environment. Have the students write their impressions after each session. Each child can also write a follow-up letter to each visitor.

DISABLED WORKERS IN YOUR SCHOOL

Materials: None
Activity: Look in your own school for disabled people at work. How many are there? What do they do? Have the children do research about these questions; talk about their own perceptions of disabled people in the school and send a small group to the principal to ask him if any of the people who work in the schools are disabled. Perhaps he would come in and talk to the class. Many schools will not have disabled employees. But there may be someone elsewhere in the district who could come and speak to the class. If there are disabled adults at work in the school, you may want to invite them into the class to talk with the students about their experiences in working.

WORKSHOP B. Hearing Impairment (This is an example of a workshop geared around one disability; this might be used if a class of deaf students were entering the school.)

Activity 66 15 minutes. Silent Talking. Silently ask the group to divide into groups of four or five and to explain to each other - without talking - what their daily schedule is tomorrow. They may communicate in any way except their voice. Give each person two or three minutes to do this. Spend the last five minutes talking about what this silent talking was like.

SILENT TALKING

Materials: None
Activity: Have students try to communicate a message without talking. One way of communicating silently is acting out the message without words. This is called pantomine. Make it into a game where the students write messages or an experience or feeling and place them into a box. Have the children individually or in a group select a message from the box and act it out for the class to guess. The class could also divide into teams to see who can figure out the message the fastest. Encourage the students to use a lot of facial expressions and exaggerated motions. Some possible messages are:

1. Tell someone that it's time for lunch.
2. Make a fire alarm signal for a noisy place or for people who could not hear.
3. Do you want a drink?
4. Be quiet.
5. Go away.
6. I'm mad at you.
7. I like you.
8. It's raining outside.

Discussion: Is it harder or easier not to use words?

Activity 7

15 minutes. What's It Like? Using the record Getting Through (see resource list for source), give everyone the spelling test on the record simulating different decibel hearing losses. Talk about this as a group. If the record is not available, use a short film (Activity 8) without the sound, and have participants talk about its contents and what they missed.

WHAT IS IT LIKE TO HAVE A HEARING LOSS?

Materials: "Getting Through" - a free record obtained from: 1971 Zenith Radio Corp., 6501 West Grand Ave., Chicago, Ill. 60635; prepared sheets, columns A,B,C across, numbers 1-10 down.
Activity: On band 3 of this record, you hear 5 sentences repeated under several different hearing situations. On band 4 the children are given an "unfair hearing test." The test goes quickly so make a tape of this test that you can stop after each word. Ten words are repeated 3 different times as they would sound, first, to someone hard of hearing, second to someone with a hearing aide, and third to someone with normal hearing. The children should write each word as they hear it. Talk with the children about how they'd feel if everything sounded like the first list. How would they like other children to relate to them if they couldn't hear well or communicate normally?

Activity 74
Activity 63

60 minutes. Have a deaf person and an interpreter for the deaf talk with the group about the experience of being deaf. Both the hearing-impaired guest and the interpreter can demonstrate finger spelling and sign language.

INTERVIEWING DISABLED PERSONS (see previous activities)

FINGERSPELLING & SIGN LANGUAGE

Materials: Manual Alphabet cards, Book: Handtalk
Activity: Many people who cannot hear use fingerspelling and sign language to communicate. Fingerspelling involves shaping your hands (fingers) into different forms to make the letters of the alphabet. Then it is possible to spell out every word. Sign language is a shortcut to spelling out each word. There are gestures using hands and arms whcih stand for words and phrases. Single copies of cards with the manual alphabet for fingerspelling can be requested from ZOOM, Box 350, Boston, Mass. 02134 (enclose a stamped self-addressed envelope). Have each child in your class write for the card. Both Gallaudet College Press and Joyce Media publish a poster of the manual alphabet (order from Joyce Media Inc., 8613 Yolanda, P.O. Box 458, Northridge, Calif. 91328 or Gallaudet College Press, 7th & Florida Ave. NE, Washington, D.C. 20002). Gallaudet also publishes Children's books in "Signed English" in which a story is told in English with illustrations and is accompanied by drawings of signs that tell the story also. A nice book that illustrates sign language is Handtalk, An ABC of Fingerspelling and Sign Language, by Charlip, Remy, and Mary Beth, Parents Magazine Press, New York 1974.

Have children practice the manual alphabet and then make up messages to sign to each other. You can try signing a few of your directions to the class. Common signs to use on a regular basis could include: come here, hello, sit down, open your books, etc.

These are just two suggested sequences that might be appropriate for a school faculty. In addition to workshops, materials such as aids and appliances, and books about disabilities (even this book) could be left in the teacher's room so that other teachers can become aware of the topic and about how they might approach it in their class.

EDUCATION

HAS SO MUCH TO LEARN!

Everybody in school is different.

Some kids are short, and some are tall.

Some have black skin; some have white skin.

Some have freckles all over and others have no freckles at all.

Some wear glasses; some wear braces.

LRE ACTIVITY I

PUT TRANSPARENCY #8 ON THE OVERHEAD.

EXPLAIN THE ACTIVITIES AND RULES FOR BRAINSTORMING TO THE PARTICIPANTS.

A. The rules for brainstorming are:

1. Defer judgement. (Criticism comes afterward.)
2. Free-wheel. (Hang loose.)
3. Tag on. (Don't wait for an idea. Make another one out of the last one given by changing it in some way.)
4. Quantity is wanted. (Don't hold back for a minute.) 2

B. TELL THE PARTICIPANTS THAT THEY ARE TO ACT AS A GROUP. FIRST, BRAINSTORM ALL THE POSITIVE CONSEQUENCES WHICH COULD RESULT FROM PLACING HANDICAPPED CHILDREN IN THE LEAST RESTRICTIVE EDUCATIONAL ENVIRONMENT POSSIBLE, SUCH AS A REGULAR CLASSROOM. RECORD THEIR RESPONSES ON THE TRANSPARENCY OR ON A SHEET OF NEWSPRINT .

NEXT, ASK THE GROUP TO BRAINSTORM ALL THE NEGATIVE CONSEQUENCES WHICH MIGHT RESULT FROM PLACING HANDICAPPED CHILDREN IN A LEAST RESTRICTIVE ENVIRONMENT, SUCH AS A REGULAR CLASSROOM. RECORD THESE RESPONSES ALSO IN THE APPROPRIATE COLUMN.

THEN, TELL THE GROUP TO EXAMINE EACH NEGATIVE CONSEQUENCE AND BRAINSTORM AT LEAST TWO SOLUTIONS OR WAYS TO SOLVE EACH NEGATIVE REASON. THESE SOLUTIONS CAN BE BOTH "HUMAN" SUCH AS "USING VOLUNTEERS" AND "NON-HUMAN" SUCH AS "MORE MONEY". ENCOURAGE THE GROUP TO BE AS CREATIVE AS POSSIBLE WHEN DEVELOPING SOLUTIONS. IF THEY OFFER MORE MONEY, TIME OR STAFF FOR EACH SOLUTION, GIVE THEM SOME OF YOUR OWN TO STIMULATE THEIR THINKING. SEE PAGES 8-9 FOR SOME IDEAS.

TRANSPARENCY # 8

CONSEQUENCES OF PLACEMENT IN LRE

Positive Consequences	Negative Consequences	Solutions

THE FOLLOWING IS A SAMPLE OF A COMPLETED FORM:

CONSEQUENCES OF PLACEMENT IN LRE

Positive Consequences	Negative Consequences	Solutions
1. Chance for handicapped to receive an education that will better prepare them for the "real world."	1. Child won't be able to do the work.	1-a Peer tutors 1-b Parent/volunteer tutors 1-c Individualized curriculum
2. Gives teachers and "normal" children chance to interact.	2. Other children will "make fun" of the handicapped	2-a Before the handicapped child starts attending regular classes, explain what his handicap is to the other children, how it developed, what it means that he can and can't do, etc.
3. Better social development for handicapped and non-handicapped		2-b Buy books for classroom or library that describe children and/or famous people with handicaps.
4. etc.		2-c When the handicapped child is in the classroom, have a discussion in which he talks about his handicap.
	3. Will take too much teacher time	3-a Use volunteers.

Positive Consequences	Negative Consequences	Solutions
	4. etc.	3-b Give inservice training to teachers so they can work with child more quickly/ efficiently. 3-c Give the teachers more preparation periods. 3-d Reduce the class size of those regular classroom teachers who have handicapped student 3-e Add "consulting teachers" to the staff who can assist the regular teacher by giving her suggestions on how to integrate the handicapped student in her classroom.

This activity should take about one hour. Approximately five minutes will be needed to explain the activity and the rules for brainstorming; fifteen each for brainstorming the positive and negative reasons; twenty-five for developing solutions to the negative reasons.

Developed by the State of South Dakota, Divison of Elementary and Secondary Education.

Mainstreaming Role Play Situations

Situation #1

1. Review the definition of mainstreaming provided in your handouts and material and then read the following:

   Miss Emma Jones, a sixth grade teacher for 15 years, rushes into the teachers' lounge and says, "I just heard that the district is going to return all handicapped children to regular classes next fall. How can we possibly cope with the handicapped in addition to our regular 35 pupils?"

2. Within your group have members assume the role of various teachers in the lounge, including Miss Jones.

3. Role play the interaction with Miss Jones as other teachers attempt to provide her with a more realistic explanation of mainstreaming.

4. Continue the role play until the group is satisfied with the explanation.

5. Discuss.

Situation #2

1. Within your group, have one member assume the role of Mr. Roberts, a school principal, who has just made a presentation to the PTA in support of mainstreaming. Other members of the group assume the role of parents (of either regular or special education students), and of teachers, who are either for or against mainstreaming.

2. Role play this situation.

3. Share your feelings about how you felt in your role.

TEACHERS DON'T WANT TO BE LABELED

When teaching a course on tests and measurements at Kent State University recently, I decided to administer an adult group intelligence test to the class. I wanted the students to "feel" what it was like to take such a test and realize what items we use to measure intelligence. I also thought they might be more aware of the short time it takes to obtain a number which is regarded as very important by many educators.

The students were told not to write their names on the test papers, but rather to use a code number such as their house number, physical measurements, or any less obvious symbol. I explained that I really didn't have faith in IQ scores, therefore, I didn't want to know their IQs.

The administration of the test required only 50 minutes. The students seemed to enjoy taking it and chuckled at some of the tasks they were expected to perform. I had to laugh myself when I saw some of them looking at their hands and feet when responding to items concerning right and left.

Upon scoring the test I found that the lowest IQ was 87 and the highest 143. The mean IQ for the 48 students was 117. I was not astonished by the 87 even though all of the students had successfully completed the general education courses and student teaching at Kent State and were ready to graduate by the end of the term. After all, IQ tests have many limitations.

Then I got an idea. I decided to prepare a report for each student, writing his code on the outside and "IQ 87" on the inside of each. I folded and stapled each paper--after all, an IQ is confidential information!

At the next class period I arranged all of the folded papers on a table at the front of the room. I wrote the range and average IQ on the chalkboard. Many students snickered at the thought of somebody getting an 87. The students were eager and afraid as I began explaining the procedures for picking up their papers. I made a point of telling them not to tell others their IQ score, because this would make the other person feel as if he too had to divulge his "total endowment." The students were then directed to come up to the table, row by row, to find their coded paper. I stood sheepishly--ready to laugh out loud as I watched the students carefully open their papers and see "IQ 87." Many opened their mouths with astonishment and then smiled at their friends to indicate they were extremely happy with their scores.

There was dead silence when I began to discuss the implications of the IQ scores. I explained that in some states a person who scores below 90 on an IQ test is classified as a slow learner. The fact that group intelligence tests should not be used to make such a classification was stressed. I also emphasized the fact that someone in this class could have been classified as slow learner and placed in a special class on the basis of this test.

I told how many guidance counselors would discourage a child with an 87 IQ from attending college. Again, I emphasized the fact that one person in this room was ready to graduate from college having passed several courses in history, biology, English and many other areas.

I then went on to explain that the majority of elementary and secondary school teachers believe in ability grouping. This is usually done on the basis of intelligence tests, so I explained that I would like to try ability grouping with this class--again to see "how it feels." Some students objected right away saying that "I did not want to know their IQ scores." I calmed them by saying it would be a worthwhile learning experience and assured them that I really didn't believe in IQ scores.

I told the student not to move at this time, but I would like all of those with an IQ below 90 to come to the front so they could sit nearer to me for individual help. I told the students who had an average IQ (between 90-109) to go to the back of the room then take the seats in the middle of the class. The students with an above average IQ were asked to go to the side of the room and take the seats in the back because they really didn't need much extra help.

"O.K., all those who got an IQ below 90 can come to the front of the room." The students looked around to find those who scored below 90. I said that I knew there was an 87 and maybe a couple of 89s. Again, there was dead silence.

"O.K., all those students whose IQ is between 90-109 go to the back of the room." Immediately to my amazement, 8 to 10 students picked up their books and headed for the back of the room. Before they could get there I said, "Wait a minute! Sit down! I don't want to embarrass you, but you would lie and cheat--the same way we make our students lie and cheat--because you don't want to be classified as "slow." I wrote "IQ 87 on every paper!"

The class erupted. It was in an uproar for about five minutes. Some of the women cried. Some indicated that they needed to use the restroom. All agreed it was a horrifying and yet valuable experience.

I asked them to do one thing for me: Please don't label kids. Because we are all "gifted," "average," and "slow," depending on the task at hand. They promised.

by Harry W. Forgan
Assistant Professor of Elementary Education
University of Miami
Miami, Florida

- after the conference between consultant and consultee, when through the skills of active listening, perhaps "I Messages," and problem solving, the consultant has guided the consultee in developing his/her own plan for implementing a solution to a problem...what next? Follow-up support for the consultee!

- follow-up is critical to the successful implementation of the plan resulting from the consultant-consultee conference.

- follow-up is a highly individualized process based on the consultee's needs, interests, and learning style.

- follow-up can be provided in a myriad of ways.

Some ways that consultants or resource teachers can reinforce teachers include:

*1. Asking teachers for permission to visit their classroom when they are showing an innovative or a successful approach.

2. Praising teachers when they are attempting to use risky and highly controversial but constructive methods of teaching.

3. Listening to and praising teachers who are expressing satisfaction in their teaching.

4. Visiting classes on "Open-House Night" and "Back-to-School Night" and praising them for their extra work.

5. Sending complimentary memos ("Happy-Grams") for recognition of a changed behavior in teaching.

6. Feeding back data to teachers on the successes of students in their rooms.

7. Feeding back to teachers complimentary remarks made by parents at parent-teacher conferences.

8. Attempting to purchase specific instructional materials requested by teachers.

9. Obtaining substitutes for teachers when they express a desire for some type of professional growth experience, such as attending a workshop or visiting a master teacher they have heard about.

10. Allowing teacher's opportunity to actively plan and participate in school inservice workshops.

11. Encouraging teachers participation and sharing of new ideas with others in teacher workshops (i.e., new methods for individualizing instruction at learning centers in the classroom.)

*This list was taken from: Holly, K. Consultant Handbook. Prospect Clarity. Duarte Unified School District, 1975.

- for many of the same reasons that individualizing instruction enhances students' academic learning, individualizing inservice enhances teacher's professional growth. Adults, as well as young people, learn best that which they are ready to learn and want to learn and that which is taught in a manner compatible with their learning style.

- the fastest way to find out what a teacher wants to learn, is ready to learn, and how s/he wants to learn it, is to ask her/him!

APPENDIX

transparencies

IMPACTING VARIABLES/PROBLEMS AFFECTING THE MAINSTREAMING MOVEMENT

SPECIAL EDUCATION LEGISLATION:

- PUBLIC LAW 94-142
- BUCKLEY PRIVACY AMENDMENT
- 504 LEGISLATION

STATE AGENCY GUIDELINES:

- DUE PROCESS
- INDIVIDUAL EDUCATION PLANS
- CHILD FIND

PLACEMENT COMMITTEES

INSERVICE TRAINING

LITIGATION:

- CIVIL RIGHTS ISSUES (BUSSING)
- RECENT "MEDIA" ATTACK ON EDUCATION

SHRINKING EDUCATIONAL RESOURCES;

- DECLINING ENROLLMENTS
- INFLATION
- BOND PASSAGE PROBLEMS

IDENTIFIED CHILD NEEDS

PARENTAL CONCERNS/PRESSURE

COLLECTIVE BARGAINING ISSUES

MINIMUM COMPETENCY TESTING

BACK TO THE BASICS MOVEMENT

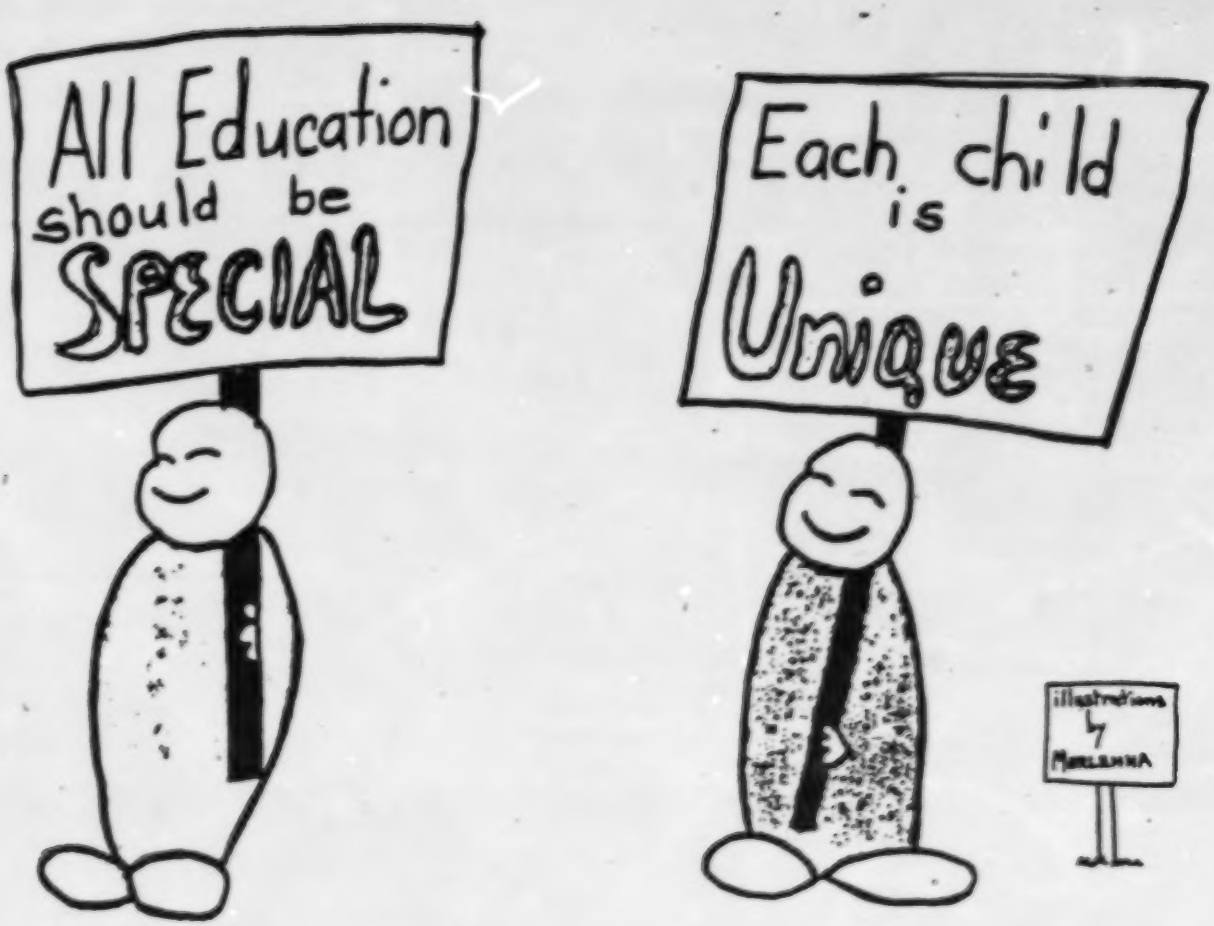
LARGE CLASS SIZE

PSYCHOLOGICAL TESTING PROCEDURES

A CREDO OF FAITH - Ray Graham

This I do believe:

* That every child is important.
* That every child is basically a normal child and that even the so-called handicapped child is rather a normal child with a handicap.
* That the basic consideration is not the lowness of the child but rather the highness of our ability to help him.
* That special education is A Part Of and not Apart From regular education.
* That every child is entitled to a program of education wherein he can experience success.
* That in education it is not as important what we do for a child as it is what we do to him.
* That laws do not so much give schools the authority to serve children as it does the opportunity.
* That our success should not be measured in the number we have served, but the degree of our success with the most difficult ones.
* That no reward in life surpasses that spiritual reward of helping the child to overcome his handicap by adjusting to it.



A POINT OF VIEW OR WHO IS TO BLAME?

COLLEGE PROFESSOR:

Such rawness in a pupil is a shame
Lack of preparation in the High School is to blame.

HIGH SCHOOL TEACHER:

Good Heavens, what audity, the boy's a fool
The fault, of course, is in the grammar school.

GRAMMAR SCHOOL:

From such stupidity may I be spared,
They send them to me so unprepared.

PRIMARY TEACHER:

Kindergarten blockhead! And they call
That preparation. Worse than none at all.

KINDERGARTEN TEACHER:

Such lack of training never did I see;
What kind of woman must the mother be!

THE MOTHER:

Poor helpless child-he's not to blame,
His father's people are all the same.

- Author Unknown

by Bill Page

Labels are for the Jelly Jar OR "....A TEACHER SAID THE BOY WAS CLUMSY"

"The real value of any diagnosis is that it leads to correction, prevention or remediation. To diagnose for the sake of diagnosis or to diagnose in a jumble of jargon about which you have no control is a luxury which neither the kid nor the teacher can afford. The crucial question is this: DOES THIS DIAGNOSIS LEAD TO DECISIONS WITHIN YOUR JURISDICTION OR DOES IT GIVE YOU A REASON TO COP OUT ON YOUR JOB—AND TO PUT THE BLAME ON THE KID??!!

A doctor in conferring with the parents of a "sick" child can use the label "appendicitis." The mother in turn may notify the school that her son is "sick" and will be out of school for awhile.

But for the doctor to do something for the sick child, he must know specifically what to do, what procedures to use, how much anesthesia to administer, and which instruments to use in surgery. He must decide when and how to make the incision as well as depth and how extensively to cut.

It is likewise appropriate for professionals to diagnose educational problems in such terms as: He is culturally deprived. • He tries hard. • He can't learn. • He has a low I.Q. • He is above average. • He has dyslexia. or • He is immature. so long as the goal is to chart profiles or accurately state that "12 percent of the kids in our school have learning disabilities" or otherwise use a term for the purpose of communicating.

There are generally two main purposes for school diagnoses: (1) to talk about children (label them or call them names); (2) to improve in their learning by making decisions in relation to specific behaviors.

More specifically, diagnosing a child as "retarded" or "hyperactive" serves a useful function to anyone who needs to label a phenomenon rather than act on it. Those who wish to discuss a child, do a case study or write-up; compile data or transmit information; or screen for grouping or budgeting can do so readily by using the labels.

If I say "Bob is hyperactive," we can all talk about hyperactivity or a "hyperactive" child; but if I want Bob to change his behavior, the term "hyperactive" is useless and may even be detrimental. Therefore, if a teacher wishes to discuss a child, labels are useful; if she wishes to change his behavior, what she needs most is an accurate, complete and detailed description of the behavior specifically related to that child using descriptive language meaningful to her.

To say "I am fat" is a label; to say "I eat too much" is a description. To say "I eat too much between meals" is more descriptive. To say "I eat too much ice cream before bedtime" is even more descriptive and has an obvious remediation goal. The techniques for reaching the goal are still negotiable.

Then, the key step to a meaningful diagnosis is distinguishing between a label and a description.

"He is lazy" is a label.	"He sleeps in class" is a description.
"He is immature" is a label.	"He cries a lot" is a description.

The second step is to refine the description by deciding the conditions under which the action occurs, e.g., "He sleeps in class every Monday morning!" or "He cries whenever he doesn't get my full attention or whenever I talk to him about his work." The more accurate and complete the description of his behavior, the more appropriate the decisions should be.

The third step is to get the child's input, to find out how the child sees it, whether it is or isn't a problem to him, and what his attitude is toward changing the behavior.

The fourth step is to ask "What is my real concern about the behavior?" If a child frequently comes to class late, the remediation could be quite different if your concern were in terms of

the work he misses.	the disturbance or example to the rest of the class.
his developing a bad habit, or	the principal's concern about your class control.

One quick test for distinguishing between a label and a description is whether you are using "is" or "does" in the process:

"He is a learning disabled kid" is a label.

"He does not remember from one day to the next" is a description.

Here's a way it worked for me this past fall. A teacher, I know, had a boy in her class whom she called "clumsy." The refined description indicated that "he stumbles over his own feet," "he bumps into other kids desks, and he can't walk up the aisle without tripping and causing the class to focus attention on him."

This description led to these ideas: (a) move him to a front seat, (b) widen his aisle, (c) go to him instead of calling him to your desk, (d) put him in the row next to a chalkboard so he can hand on to the chalk ledge as he walks, (e) place tape on the floor which shows him where to place his feet, (f) scramble all the desks in the room so there would be no aisle, (g) provide him with support as he walks.

In this case a discussion with the boy led to a mutually determined decision that the boy by "being careful" (his words) could preclude further incidents of bumping into desks or tripping and disturbing kids around him. The teacher added the dimension that if his "being careful" didn't work, he would need to move to a front seat so he would not have to walk up an aisle. It worked. (For an in-depth pursuit of this diagnostic procedure, I would suggest a book entitled Diagnostic Teaching by Marshall B. Rosenberg, Special Child Publications, Seattle, Wash., 1968.)

THE VOICE OF THE LOW I.Q.

Yeah, I'm in the Special Class this term. Sure I like it all right. We have lots of fun and the work's got some sense to it. I can do it. Why did I get put there? Well I ain't sure. The report said I had a low I.Q. But nobody noticed it until last spring when I couldn't get along in Miss Brown's class. She gave me the test and when I handed the paper in she looked at it and said "Just what I thought. I knew he didn't belong in here."

Yeah, it was something called an intelligence test. It was awful funny. At first I thought it was a joke but it turned out it wasn't. You had to put crosses on pictures and circles around 'em and dots over 'em till I got sorta mixed up so I just drew a line right through the middle of all of 'em. There was sentences to write yes and no after: sentences like this: - "A carpenter builds houses." I wrote no because my old man's a carpenter and he ain't built a house in four years. He's workin' on the railroad track. The boy that sat next to me put no on every other sentence and then filled the rest up with yes. He got a swell mark. I read so slow I only got four done before the time was up. I get so tired of bein' hurried all the time.

A tree, a fish, a cake of ice. - Look at this. It was so funny I tore out the page and kept it. See three pictures - a tree, a fish, and a cake of ice. I'll read what it tells you to do. "John is ten years old and his sister Mary is eight. If John is not Mary's brother draw a line from the fish to the cake of ice. If Mary and John are twins write your middle name under the tree and if you have no middle name put a zero there. If they are not twins print your last name on the tree. If Mary is younger than John print the roman number eight in the upper left hand corner of the paper but if John is older than Mary draw a cat in the lower right hand corner. If they both go to school write your full name at the bottom of the paper." I'm never sure just how to spell my name so I didn't even try this one.

Miss Brown didn't like it bacause I always asked a lot of questions. She thought I was bein' fresh but I wasn't. There's a lotta things I want to know about. I never got mad when she asked me questions all the time. I answered 'em. I've got lots of answers-but they always seem to fit the wrong questions. Anyway, everything's changin' all the time so what's the use of learnin' a lotta things today when maybe they won't be true by tomorrow? I know heaps of things Miss Brown don't know--like where to find bird's nests and how to fix a leaky pipe and what the baseball scores are. She has to send for the janitor when the lights go out or when a window shade tears. I can do lots of things if I don't have to read how in a book first.

Sure I'm glad I'm in the special. I get lots of attention. Seems like if you're awful smart or awful dumb they do a lot for you in school, but if you're what they call "normal" they just leave you set. I heard the school psychologist - that's a man that comes in just before promotion time and tells the teachers why they're not promotin' us - He told Miss Brown it was on account of my grandfather and the rest of my ancestors. She said wasn't it kinda late to do anything about that now, and he said it was but I must have proper training so I'd be a good ancestor.

Gosh, I don't want to be no ancestor. I'm goin' to be a plumber.

VERBATIM INTERVIEW, APPEARED IN NEW JERSEY EDUCATION BOARD OF REVIEW JOURNAL

Some quotes from a variety of sources which may relate to special education today:

"Our troubles emanate not from biological idiots but from social ones; and social idiots are produced by society, not by genes. It is therefore the social, not biological, therapy that is indicated." - Ashley Montagu

"There is confusion over whether to view the mildly retarded as the statistical expression of the polygenic basis of the symptom of mental retardation or as the untutored have-nots of a society which tolerates only minor deviations from the norm." - Frank Menolascino

"If I had a choice between two skills, and one was toilet training and the other was reading, I'd take the toilet training. That's very important learning."
- State Senator Frank Bruggner (California)

"Legs? What do I need them for? If you have legs, you have to have pants. If you have pants, you have to keep them pressed. To ask me if I'm sorry I have no legs is like asking an Eskimo if he's sorry he's never tasted an artichoke."
- Johnny Eck (bandleader & performer)

"It is clear that there should be legislation about education and that it should be conducted on the public system. But consideration must be given to the question, "What constitutes education and what is the proper way to be educated?" - Aristotle

"We should be cautious about establishing such artificial communities (institutions): or those approaching them in character, for any children and youth; but more especially should we avoid them for those who have a natural infirmity; or any marked peculiarity of mental organization." - Elias Howe (1864)

"God hath chosen the foolish things of the world to confound the wise; and God hath chosen the weak things of the world to confound the things that are mighty." - 1 Corinthians 1:27

"Humane considerations and constitutional requirements are not, in this day, to be measured or limited by dollar considerations." - Justice Harry Blackman

"The professionalization of problem solving in society as a whole predisposes persons to accentuate the difficulties of problems and to prefer complex situations." - Peter Druker

"Beware of your prayers - They may be answered." - St. Thomas Aquinas

"A large part of social scientific practice consists of taking clear ideas and making them opaque." - Edwin Newman

"Don't call people mentally retarded. Call them mentally remarkable." - Terry Houten (mentally remarkable adult - NARC Director)

Andrew, Prudence. Mister O'Brien. Nelson, 1973. Gr. 4 up. ($5.50) Physical handicap, fiction.

Axline, Virginia M. Dibs in search of self. Ballantine, 1969. ($1.25 paper) (High School).

Bawden, Nina. Witch's Daughter. Lippincott, 1966. Gr. 4-6. ($4.95) Fiction. Blind Janey helps solve a smuggling mystery on a Scottish island.

Bennett, Merilyn Brottman and Sylvia Sanders. How we talk: the Story of Speech. Lerner, 1966. Gr. 4 up. ($2.95) Explains various speech variations and defects, what a therapist does, etc.

Bradbury, Bianca. Nancy and Her Johnny-O. Washburn, 1970. Gr. 6-10. ($3.95) Fiction. How a teenage girl and her family face the fact that her little brother is mildly retarded.

Breisky, William. I Think I Can. Doubleday, 1974. Gr. 8 up. ($6.95) Non-fiction. Brain damaged girl.

Byars, Betsy C. Summer of the Swans. il. Ted Coconis. Viking Press, 1970. Gr. 6-9 ($3.95) Fiction. Fourteen year old girl grows up with her beloved small brother, who is retarded.

Carter, Gordon. Willing Walkers: the Story of Dogs for the Blind. Abelard-Schuman, 1965. Gr. 5-8 ($3.25) Discusses the training and use of guide dogs and relates stories of some unusual dogs.

Cavanna, Betty. Joyride. Morrow, 1974. Gr. 7-9 ($5.95) Susan was timid and unsure of herself because of her disability.

Charlip, Remy, et al. Hand Talk: an ABC of Finger spelling and Sign Language. Parents Mag. Press, 1974. Grade 3 up ($4.95) very clear photographs show finger spelling for a word or two for each letter of the alphabet.

Cleaver, Vera and Bill. Me Too. Lippincott, 1973. Gr. 5-7 ($5.95) Fiction. Bright sister takes on the care of her 12 year old mentally retarded twin.

Corcoran, Barbara. A Dance to Still Music. Atheneum, 1974. Gr. 5-8 ($6.95) Fic. Recently deafened and afraid of her insensitive mother's remarriage, Margaret runs away.

Craig, Eleanor. P.S. You're not listening. R.W. Baron, 1972. Gr. 9 up ($5.95) True. Author's year of teaching 5 disturbed children.

Cunningham, Julia. Burnish me Bright. Pantheon, 1970. Gr. 5-8 ($3.95) Mute French orphan boy's life changes when he is befriended by an elderly theatrical pantomimist.

D'Ambrosio, Richard. No Language but a cry. Doubleday, 1970. Gr. 9 up ($7.95) Abused, disturbed 12 year old girl helped by psychoanalyst.

Elliott, David W. Listen to the Silence. Harper-Row, 1969. ($5.95) Fiction, 14 year old emotionally disturbed boy.

Ellis, Ella Thorpe. Celebrate the morning. Atheneum Pubs, 1972. Gr. 6-7 ($4.95) Teenage girl lives with mother on welfare in a small California town until her mother is committed to a mental institution.

Fassler, Joan. Howie helps himself. A.Whitman, 1975. Gr. 1-3. CP child wants to be able to move his wheelchair alone.

Fassler, Joan. One little girl. Behavioral Publishers, 1969. Ps-3rd gr. ($4.95) Laurie's family needed to realize she was slow at doing some things, but fast at others.

Friis, Babbis. Don't Take Teddy. tr. by Lise McKinnon. Scribner, 1967. Gr. 5 up ($3.95) Mikkel runs away with his retarded brother of 15 to protect him.

Friis, Babbis. Kristy's Courage. Harcourt, 1965. Gr. 5-6. Badly disfigured girl faces and overcomes teasing at school.

Gallaudet College Press. Nursery Rhymes from Mother Goose in Signed English. Gallaudet College Press, 1974. Ps-2nd gr. Pictures showing signs accompany text.

Gallico, Paul. The Abandoned. Avon, 1972. ($1.25 paper) Emotionally disturbed 8 year old boy.

Gardner, Richard A. MBD: The Family Book about Minimal Brain Dysfunction. Aronson, 1973. Pt. 1 for adults, pt. 2 for boys and girls.

Gardner, Richard A. The Child's book About Brain Injury. NY Assoc. for Brian Injured Children, 1966. ($2.00) Simply explains what happens to a brain injured child and how he can be helped. 32 pages.

Gelfand, Ravina and Letha Patterson. They Wouldn't Quit: Stories of Handicapped People. Lerner, 1962. Gr. 6-8 ($2.95).

Gold, Phyllis. Please don't say Hello. Behavioral Publishers, 1974. Photos and text tell about an autistic child. 47 pages ($6.95).

Green, Hannah. I Never Promised You a Rose Garden. Harper, 1964. Gr. 7 up ($5.95).

Greenburg, Joanne. In This Sign. Avon, 1970. Gr. 9 up ($1.25 pa) Fiction. Deaf Couple raise a hearing child.

Grohskopf, Bernice. Shadow in the Sun. Atheneum, 1975. Gr. 6 up fiction, physical handicap.

Hayes, Marnell L. The Tuned In, Turned On Book about Learning Problems. Academic Therapy Publications, 1974. 63 pages. ($2.00) Written for the LD child to read.

Hayes, William D. Project: Genius. Scholastic Books, 1970. Gr. 4-6 (85¢ paper) Fiction; Gifted child.

Heide, Florence P. Sound of Sunshine, Sound of Rain. il Kenneth Longstemps. Parents, 1970. Gr. K-3. ($4.95) Young blind boy wakes up and listens to the sounds of his world. Fiction.

Herndon, James. How to survive in your native Land. Bantam, 1972. ($1.25 paper).

Hildick, E.W. Questers. Hawthorn, 1970. Gr. 4-7 ($5.95) physical handicap.

Holman, Felice. A Year to Grow. W.W. Norton, 1968. Gr. 7-9. Girl sent to boarding school meets a young seemingly retarded boy who becomes her friend until his death.

Hunter, Edith F. Child of the Silent Night: the Story of Laura Bridgman. Houghton Mifflin, 1963. Gr. 2-5 ($3.95) Biography of deaf-blind child taught 40 yrs. before Helen Keller.

Hunter, Edith F. Sue Ellen, Houghton Mifflin, 1969. Gr. 3-7 ($3.50) Fic. Girl's severe learning problems determine her being placed in a special class.

Kellogg, Marjorie. Like the Lion's Tooth. Farrar, 1972. ($5.55) Abused and emotionally disturbed boy in NYC is put into an institutional situation. 147 p.

Kesey, Ken. One Flew Over the Cuckoo's Nest. Viking, 1962. Gr. 9 up ($6.00) Events in a mental institution with the struggle for power between a patient and a nurse.

Keyes, Daniel. Flowers for Algernon. Bantam, 1966. Gr. 9 up ($1.25 pa) Science fiction; a mentally retarded man has an operation and becomes an unhappy genius.

Killilea, Marie. Karen. Prentice-Hall, 1952. Gr. 9 up. CP child overcomes obstacle after obstacle. (available in paperback).

_____. With Love From Karen. Prentice Hall, 1963. Gr. 8-12 Sequel to the above; brings her to her 20th birthday.

Konigsburg, E.L. (George). Atheneum, 1970. Gr. 6-9. Brilliant, but schizophrenic boy becomes involved in a dramatic shcool problem with his alter ego.

Langone, John. Goodbye to Bedlam: understanding Mental Illness and Retardation. Little, 1974. Gr. 7-12 ($5.95) non-fiction.

Lasker, Joe. He's My Brother. A.Whitman, 1974. Gr. K-4. 36 p. Explains about an LD boy.

Lee, Mildred. Skating Rink. Seabury, 1969. Gr. 5 up ($4.95) 15 year old Tuck may stammer and go to speech therapy, but he proves he can skate better than anybody.

L'Engle. Madeleine. The Young Unicorns. Farrar, 1968. Gr. 5 up ($3.75) Fiction. Gifted, blind girl in NYC.

Levine, Edna S. Lisa and her Soundless World. Human Sciences Press, 1974. Gr. 1-3 ($4.95) Shows how deaf learn to speak and hear in special schools.

Litchfield, Ada B. A Button in Her Ear. A.Whitman, 1975. Gr. 2-4 ($3.95) Shows how a small girl's hearing is helped by an aid.

Little, Jean. From Anna. Harper, 1972. Gr. 4-6 ($4.95) 9 yr. old German girl in 1933 has learning difficulties until she gets glasses and goes to a special school. Fic.

Lund, Doris. Eric. Lippincott, 1974. ($7.95).

MacCracken, Mary. A Circle of Children. Lippincott, 1973. ($6.95).

McDonnell, Lois E. Stevies other eyes. Friend Press, 1962. Gr. 1-3 ($2.95) fictional. Blind.

Neufeld, John. Lisa, Bright and Dark. New Am. Lib., 1970. Gr. 7 up (75¢ paper).

Neufeld, John. Twink. New Am. Lib., 1971. (75¢ paper) CP.

Parker, Beulah. My Language is Me. Ballantine, 1971. ($1.25 paper).

Platt, Kin. The Boy Who Could Make Himself Disappear. Dell, 1971. Gr. 10 up (95¢ paper) Emotionally disturbed boy makes efforts to cooperate with his speech therapist and with his sadistic mother.

Richard, Colette. Climbing Blind. Dutton, 1966. Gr. 9 up. Autobiog. 28 yr. old blind girl tells about her achievements climbing in the Alps and exploring prehistoric caves.

Robinson, Veronica. David in Silence. Lippincott, 1966. Gr. 5-7 ($3.25) Adjustment of kids to a new deaf neighbor. Fiction.

Southhall, Ivan. Let the Balloon Go. St. Martin, 1968. Gr. 5-9 ($3.95) Twelve year old spastic boy tries to prove himself.

Splever, Sarah. Your handicap: Don't Let it Handicap You. Messner, 1974. Gr. 7 up ($6.25) Examines all areas of disability and discusses various forms of counseling, therapy and aid available.

Stein, Sarah B. About Handicaps. Walker and Co., 1974. Gr. 1 up ($4.50) non-fiction.

Sullivan, Tom. If you could see what I hear. Harper, 1975. Gr. 11 up ($7.95) Autobiography of a blind musician.

Taylor, Theodore. The Cay. Doubleday, 1969. Gr. 3-8 ($3.50) Boy stranded on a West Indies island with an old man becomes blind. WWII. Fiction.

Teale, Edwin. The Lost Dog. ($3.25) Gr. 5-8. True story of a deaf man who searched the Oregon wilds for a month to find his German shepherd.

Terris, Susan. The Browning Boy. Doubleday, 1972. Gr. 6-7 ($5.25) Fiction. A 12 year old boy is frustrated by not being able to cure an autistic child he has befriended.

Valens, Evans G. Long Way Up: the Story of Jill Kinmont. Harper-Row, 1966. Gr. 9 up ($5.95) A potential Olympic skier becomes paraplegic.

Vance, Marguerite. A Rainbow for Robin. Dutton, 1966. Gr. 5-7 ($3.25) Fiction. Two years in the life of a musically talented blind girl, in which she wins a contest and gives her first recital.

Vinson, Kathryn. Run with the ring. Harcourt, 1965. Gr. 7-9 ($3.75) Bitterness can be as handicapping as blindness for a high school track star.

Waite, Helen E. Valiant Companions: Helen Keller and her miracle worker. Scholastic, 1972. Gr. 7-12 (95¢ paper) Pioneer methods of communicating with deaf-blind are described along with the story.

West, Paul. Words for a Deaf Daughter. Harper, 1970. Gr. 9 up ($5.95). True. Father tells of his deaf and brain damaged eight year old girl.

Wexler, Susan. The Story of Sandy. New Am. Libl, 1971. (paper 95¢).

Wilson, Louise. This Stranger, My Son. New American Lib., 1968. ($1.25 paper).

Witheridge, Elizabeth. Dead end Bluff. Ahteneum, 1966. Gr. 4-7 ($3.95) Blind boy finds he can usually find his way out of the "dead ends" his handicap poses.

Wojciechewka, Maia. A Single Light. Harper, 1968. Gr. 8-10. A statue helps a deaf and dumb girl in Spain to effect a miracle. Fiction.

Wolf, Bernard. Don't feel Sorry for Paul. Lippincott, 1974. Id photos. Gr. 3-6 ($6.95) Documentary-type account of a tow week period in the life of a boy born without a hand and foot. Photos show him putting on braces, etc.

Wright, Anna R.. Land of Silence. Friend Press, 1962. Gr. 4-6 ($1.75 paper) Deaf.

Wright, David. Deafness. Stein andDay, 1970. ($5.95)

Wrightson, Patricia. Racecourse for Andy. Harcourt Brace, 1968. Gr. 5-7 ($4.95) Mentally retarded boy's friends try to save him trouble when he thinks he has bought a racetrack.

Yamaguchi, Tohr. The Golden Crane. Holt, n.d. ($3.00) Folk tales spur around a deaf orphan.

Biographies of famous persons with a handicap could be added to this list and might include: Franklin D. Roosevelt, Helen Keller, Laura Bridgeman, Mickey Mantle, Jill Kinmot, Anne Sullivan Macy, Alexander G. Bell, Charles Steinmetz, Joseph Pulitzer, Roy Campanella, Jose Feliciano, etc. Also biographies of those who have pioneered in work with handicaps, such as: Samual Gridley Howe, Thomas Gallaudet, Louis Braille, etc.
Although this list was limited to books copyrighted since 1960, there are many good older books that could be considered.

AN EXAMPLE OF A COMMUNICATION PROBLEM:

The parent of a Houston, Texas high school pupil received a message from the school principal concerning a special meeting on a proposed new educational program.

The message read: "Our school's cross-graded, multi-ethnic, individualized learning program is designed to enhance the concept of an open-ended learning program with emphasis on a continuum of multi-ethnic, academically enriched learning, using the identified intellectually gifted child as the agent or director of his own learning. Major emphasis is on cross-graded, multi-ethnic learning with the main objective being to learn respect for the uniqueness of a person."

The parent responded: "Dear Principal: I have a college degree, speak two foreign languages and know four Indian dialects. I've attended a number of county fairs and three goat ropings but I haven't the faintest idea as to what the hell you are talking about."

What the principal meant was: "We are planning a program for students of all races which we hope will encourage the brighter ones to move ahead at their own speed. Grading will be geared to the learning level of the student. In this way we hope to teach and grade each student according to his ability to learn."

Hang in there! Cooperation doesn't happen overnight. It takes skills (yours and theirs).

The results are worth working for.